

## **Appendix B**

### **Principal and Teacher Surveys**

# California High School Exit Examination Evaluation

## Principal Baseline Survey

**DIRECTIONS:** *Please provide the following information by marking in the circle of the appropriate response or by writing an appropriate response.*

### About You and Your School

<p>1. What is your highest level of education?</p> <p><input type="radio"/> Bachelor's (4-year) degree</p> <p><input type="radio"/> Some graduate school</p> <p><input type="radio"/> Master's Degree</p> <p><input type="radio"/> Doctorate Degree</p> <p><input type="radio"/> Other (please specify) _____</p>	<p>3. What is your primary ethnic background?</p> <p><input type="radio"/> American Indian/Alaskan Native</p> <p><input type="radio"/> Asian or Pacific Islander</p> <p><input type="radio"/> Black or African American, not Hispanic origin</p> <p><input type="radio"/> Caucasian, not Hispanic origin</p> <p><input type="radio"/> Hispanic/Latino</p> <p><input type="radio"/> Other (specify) _____</p>
<p>2. What is your gender?</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Male</p>	<p>4. When you were a teacher, what was the primary subject area that you taught?</p> <p>_____</p>

5. Including the 1999–2000 school year, how many years...

- a. ...have you been a principal (or school-level administrator)? \_\_\_\_\_
- b. ...were you a teacher? \_\_\_\_\_
- c. ...have you worked in your present school? \_\_\_\_\_
- d. ...have you worked in public schools? \_\_\_\_\_

6. For the 1999–2000 school year:

- a. How many teachers are on the staff? \_\_\_\_\_
- b. What percentage of your teachers has advanced degrees (i.e., beyond BA/BS)? \_\_\_\_\_

7. Have there been any major staff or faculty changes over the past three years? If so, please describe. \_\_\_\_\_

8. What is your school's counselor-student ratio? \_\_\_\_\_

9. Does your school have a testing coordinator? ☐ Yes ☐ No ☐ Will have by \_\_\_\_\_  
date

<p>10. How is your school year configured?</p> <p><input type="radio"/> Semesters</p> <p><input type="radio"/> Trimesters</p> <p><input type="radio"/> Quarters</p> <p><input type="radio"/> Year-Round School</p> <p><input type="radio"/> Other (please specify) _____</p>	<p>12. What grades are taught at your school?</p> <p><input type="radio"/> 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup></p> <p><input type="radio"/> 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup></p> <p><input type="radio"/> 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup></p> <p><input type="radio"/> Other (please specify) _____</p>
<p>11. How many academic class periods are in your school day? _____</p>	<p>13. How long is each academic class period (in minutes)? _____</p>

14. If you use any block scheduling, please describe. \_\_\_\_\_

15. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate % of students who participate in each; and comment.)

☐ Remedial Courses (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Magnet Program (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Special Education (specify category(ies)) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ English-Language Learners (specify language(es)) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Multicultural/Diversity-Based (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Advanced Placement (specify subject(s)) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ International Baccalaureate (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ School/Community/Business Partnerships (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Targeted Tutoring (briefly describe) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

☐ Other (specify) \_\_\_\_\_ % \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Consider your students, overall, and within each of the following racial/ethnic group. What is your current graduation rate? What is the mobility rate in a typical school year?

	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic /Latino	Other (specify) _____
Current graduation rate (% entering 9 <sup>th</sup> graders who graduate within 4–5 years)							
Typical mobility rate (% students who transfer in and/or out of your school within a school year)							

17. Based on your own most recent school data (e.g., CBEDS), what percentage of your seniors overall, indicated each main activity as their choice for year after they graduate from high school? Then, consider seniors within each racial/ethnic group. Again, what percentage of each group indicated each main activity as their choice for the year after they graduate from high school?

Indicate Source _____ 1997–98 school data _____ 1998–99 school data _____ other _____	Seniors Overall	American Indian/ Alaskan Native	Asian or Pacific Islander	Black or African American, not Hispanic origin	Caucasian not Hispanic origin	Hispanic /Latino	Other (specify) _____
Working full time							
Attending a vocational, technical, or business school							
Attending a 2-year college							
Attending a 4-year college, service academy, university							
Serving in the regular military service							
Other _____							
TOTAL	100%	100%	100%	100%	100%	100%	100%

18. Have there been any changes in the student demographics or academic goals over the past three years (e.g., push for new programs—advanced or remedial, graduation or dropout rate, interest in college, school boundaries)? If so, please describe. \_\_\_\_\_

19. How would you describe the academic atmosphere of your school (e.g., rigor of the curriculum, staff's satisfaction with the curriculum, student motivation and effort, parental involvement, etc.)? \_\_\_\_\_

20. How would you describe the education level of the majority of your students' parents? Estimate the overall average percent of parents in each of the following categories:

Less than high school graduation _____	College graduate (4- or 5-year degree) _____
High school diploma or GED _____	Some graduate school or graduate degree _____
Vocational, technical, or business training _____	Other (specify) _____
Associate, 2-year degree _____	Total = 100%

### About the California New High School Exit Examination

21. How familiar are you with the:

California High School Exit Examination?

- a. ☐ I am not at all familiar with the exit exam.  
☐ I have only general information about the exam.  
☐ I am very familiar with the new exam.

State Content Standards?

- b. ☐ I am not at all familiar with the state content standards.  
☐ I have only general information about the content standards.  
☐ I am very familiar with the content standards.

22. What have been your sources of information about the High School Exit Examination? (Mark all that apply.)

- |   |   |
|---|---|
| <input type="radio"/> None                          | <input type="radio"/> Education organization (e.g., publication, meeting, etc.)   |
| <input type="radio"/> State-provided information    | <input type="radio"/> Professional association (e.g., publication, meeting, etc.) |
| <input type="radio"/> District-provided information | <input type="radio"/> Computer-based source (e.g., listserv, newsgroup, etc.)     |
| <input type="radio"/> Newspaper                     | <input type="radio"/> Other (specify) _____                                       |

23. How familiar do you think your students and their parents are with the exit exam?

①	②	③	④	⑤
Not At All Familiar	Not Very Familiar	Somewhat Familiar	Familiar	Very Familiar

Comments \_\_\_\_\_  
 \_\_\_\_\_

24. Consider the Content Standards described by the *Content Standards for California Public School* and the *Framework for California Public Schools* and mark all the following statements that apply.

- ☐ My school and/or district encourages use of the content standards to organize instruction.
- ☐ Our textbooks do not align well with the content standards.
- ☐ We can cover all of the content standards with a mix of textbooks and supplemental material.
- ☐ Our school and/or district is in the process of aligning its curriculum to the standards.
- ☐ Our school and/or district has a plan which ensures that all students receive instruction in each of the content standards.

25. The relationship between our district standards and the California state content standards can best be described as: (Mark only one.)

- ☐ Our district has adopted the state content standards.
- ☐ The state content standards include more than our district content standards.
- ☐ Our district content standards include more than the state content standards.
- ☐ The two sets of content standards are different.
- ☐ I can not judge the relationship between our district standards and the state standards.
- ☐ Our district does not have an official set of content standards.

26. What are you planning to do to prepare your faculty/staff, parents, and community for the first administration of the exit exam? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

27. During this school year (1999–2000), how much time, in total, do you estimate you have spent in activities related to the pending implementation of the California High School Exit Examination (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- |   |  |
|---|--|
| <input type="radio"/> None              | <input type="radio"/> 16–35 hours        |
| <input type="radio"/> Less than 6 hours | <input type="radio"/> More than 35 hours |
| <input type="radio"/> 6–15 hours        |  |

28. What activities have you and your faculty/staff undertaken to prepare your students for the first administration of the California High School Exit Examination? (Mark all that apply.)

- |   |  |
|---|--|
| <input type="radio"/> None                              | <input type="radio"/> Use school test results to change instruction          |
| <input type="radio"/> Provide individual/group tutoring | <input type="radio"/> Use school test results to design remedial instruction |
| <input type="radio"/> Add homework                      | <input type="radio"/> Increase summer school offerings                       |
| <input type="radio"/> Administer "early warning" tests  | <input type="radio"/> Eliminate electives in favor of remedial classes       |
| <input type="radio"/> Adopt state content standards     | <input type="radio"/> Develop parent support program                         |
| <input type="radio"/> Alter curriculum                  | <input type="radio"/> Other (specify) _____                                  |

29. After the first administration of the exit examination, there likely will be students who did not pass. Describe any procedures, personnel assignments or accountability, etc. your school is planning, to assume responsibility for getting students through successful completion of the exam.

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30. What plans have you and your faculty/staff made to prepare for remediation of students who do not pass the exit exam or who do not seem prepared to take it? (Mark all that apply.)

- |   |  |
|---|--|
| <input type="radio"/> None                              | <input type="radio"/> Use school test results to change instruction          |
| <input type="radio"/> Provide individual/group tutoring | <input type="radio"/> Use school test results to design remedial instruction |
| <input type="radio"/> Add homework                      | <input type="radio"/> Increase summer school offerings                       |
| <input type="radio"/> Administer "early warning" tests  | <input type="radio"/> Eliminate electives in favor of remedial classes       |
| <input type="radio"/> Adopt state content standards     | <input type="radio"/> Develop parent support program                         |
| <input type="radio"/> Alter curriculum                  | <input type="radio"/> Other (specify) _____                                  |

31. Based on what you know about your school and the requirements of algebra 1 content and English-Language Arts 9<sup>th</sup>-10<sup>th</sup> content, what percentage of your current 10<sup>th</sup> grade students do you think deserve a passing score on the High School Exit Examination?

- |                                      |  |
|--------------------------------------|--|
| <input type="radio"/> Fewer than 50% | <input type="radio"/> 75–95%           |
| <input type="radio"/> 50–74%         | <input type="radio"/> Greater than 95% |

32. Based on what you know about your school, what do you predict the impact of the High School Exit Examination, will be on...?

	Strongly Negative	Negative	No Effect	Positive	Strongly Positive
a. ...student motivation prior to taking the exam for the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...motivation to excel for students who pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ... motivation to excel for students who fail the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...parental involvement prior to the first required administration of the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...parental involvement for students who fail the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ...student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Based on what you know about your school, what do you predict the influence of the High School Exit Examination will be on instructional practices?

①	②	③	④	⑤
Strongly Improved	Improved	No Effect	Weakened	Extremely Weakened

Comments \_\_\_\_\_

34. Please rate each of the following topics related to the initial administration of the California High School Exit Examination.

*Opportunity to learn the material covered by the exam (content standards) for...*

	None	Poor	Adequate	Good	Excellent	Not Sure
a. ...all your school's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...English-language learners—acquiring necessary English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...English-language learners—in target subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...economically disadvantaged students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments \_\_\_\_\_

*Opportunity to demonstrate their knowledge and skills on the exam for...*

	None	Poor	Adequate	Good	Excellent	Not Sure
a. ...all your school's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...English-language learners—acquiring necessary English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...English-language learners—in target subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...economically disadvantaged students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments \_\_\_\_\_

35. What plans or strategies do you and your faculty/staff have to prepare for IEP changes that will address participation of a student with a disability in the exit exam?

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36. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the California High School Exit Examination.

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37. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the California High School Exit Examination.

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38. Please write any comments about other factors specific to your school that are influencing the exit examination (e.g., community conditions, economic changes, parental views, etc.)

[illegible]

*Thank you for your cooperation.*



# California High School Exit Examination Evaluation

## Teacher Baseline Survey

**DIRECTIONS:** Please provide the following information by marking in the circle of the appropriate response or by writing an appropriate response.

### About You

1. What is your highest level of education? <input type="radio"/> Bachelor's (4-year) degree <input type="radio"/> Some graduate school <input type="radio"/> Master's Degree <input type="radio"/> Doctorate Degree <input type="radio"/> Other (specify) _____	4. What is your primary ethnic background? <input type="radio"/> American Indian/Alaskan Native <input type="radio"/> Asian or Pacific Islander <input type="radio"/> Black or African American, not Hispanic origin <input type="radio"/> Caucasian, not Hispanic origin <input type="radio"/> Hispanic/Latino <input type="radio"/> Other (specify) _____
2. What is your primary subject area? <input type="radio"/> English/Language Arts (E/LA) <input type="radio"/> Mathematics (Math) <input type="radio"/> Other (specify) _____	5. What is your gender? <input type="radio"/> Female <input type="radio"/> Male
3. Was your college training in your primary subject area? <input type="radio"/> Yes <input type="radio"/> No (specify other area) _____	6. Including the 1999–2000 school year, how many years have you... a. ...been a teacher? _____ b. ...been a teacher in your primary subject area? _____ c. ...taught in your present school? _____

### About You and Your Classes

7. What is your average enrollment per class period this year? _____	10. Do you require students to maintain a portfolio? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Other (describe) _____
8. Do you create groups within your classes for instruction? <input type="radio"/> Yes <input type="radio"/> No If YES, on what basis are the groups formed? <input type="radio"/> Random assignment <input type="radio"/> Math or English-Language Arts ability <input type="radio"/> Student choice <input type="radio"/> Other (describe) _____	11. Think about the level of preparation students in your classes have in your subject area—math or English-Language Arts (E-LA). If you are a <u>mathematics teacher</u> , estimate the overall average percentage of students in each of the following categories: Excellent math preparation _____ Good math preparation _____ Fair math preparation _____ Poor math preparation _____ Total = 100%  If you are an <u>English-Language Arts teacher</u> , estimate the overall average percentage of students in each of the following categories: Excellent E-LA preparation _____ Good E-LA preparation _____ Fair E-LA preparation _____ Poor E-LA preparation _____ Total = 100%
9. What is the average percentage of the students in your classes who speak English fluently? <input type="radio"/> 100% <input type="radio"/> 50%–74% <input type="radio"/> 90%–99% <input type="radio"/> Less than 50% <input type="radio"/> 75%–89%	

12. In your teaching practices, how important do you consider each of the following to be?

(Mark the appropriate circle for each.)	Very Important	Some-what Important	Not Very Important	Not Important
a. Using direct instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Using problem solving both as a goal of instruction and as a means of investigating important concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Using questioning techniques that promote student interaction and discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Covering as many content topics as possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing the students' ability to make connections among content topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing the students' ability to make connections across subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using drill and practice to reinforce knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Using the results of classroom assessments to inform instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Using collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using peer teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>13. On average, how much class time do students in your classes spend each week working with a partner or in a small group?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Less than ½ hour</p> <p><input type="radio"/> ½–1 hour</p> <p><input type="radio"/> More than 1 hour</p>	<p>14. On average, how much time do you believe students in your classes spend each week on your assignments <i>outside</i> of the classroom?</p> <p><input type="radio"/> None</p> <p><input type="radio"/> Less than 1 hour</p> <p><input type="radio"/> 1–3 hours</p> <p><input type="radio"/> More than 3 hours</p>
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15. In general, how often do you plan for students in your classes to: ...?

(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do work from supplemental materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work with hands-on materials, physical models or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Take quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Write a few sentences about a topic or its consequences (or math problem or its solution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Write reports or complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Conduct research on issues or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Present their work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### About You and Your School

16. Have there been any major staff or faculty changes at your school over the past three years? If so, please describe.

\_\_\_\_\_

- Remedial Courses (briefly describe)\_\_\_\_\_

☐ Special Education (specify category(ies)) \_\_\_\_\_

☐ English-Language Learners (specify language(es)) \_\_\_\_\_

○ Multicultural/Diversity-Based (briefly describe)

☐ Advanced Placement (specify subject(s)) \_\_\_\_\_

○ International Baccalaureate (briefly describe)

○ School/Community/Business Partnerships (briefly describe)

○ Targeted Tutoring (briefly describe)

☐ Other (specify) \_\_\_\_\_

19. How familiar are you with the:

## State Content Standards?

- a. ☐ I am not at all familiar with the exit exam.
- ☐ I have only general information about the exam.
- ☐ I am very familiar with the new exam.

- b. ☐ I am not at all familiar with the state content standards.
- ☐ I have only general information about the content standards.
- ☐ I am very familiar with the content standards.

20. Did you participate in one of the High School Exit Exam Educator Panel Item Rating Workshops?

- ☐ Yes—Saturday, May 6<sup>th</sup> in Sacramento
- ☐ Yes—Saturday, May 13<sup>th</sup> in Orange County
- ☐ No

21. What have been your sources of information about the California High School Exit Examination?

(Mark all that apply.)

- ☐ None  
☐ School-provided information  
☐ State-provided information  
☐ District-provided information  
☐ Newspaper
- ☐ Education organization (e.g., publication, meeting, etc.)  
☐ Professional association (e.g., publication, meeting, etc.)  
☐ Computer-based source (e.g., listserv, newsgroup, etc.)  
☐ Other (specify) \_\_\_\_\_

22. How familiar do you think other teachers at your school are with the:

## California High School Exit Examination?

- a. ☐ Most are not at all familiar with the exit exam.
- ☐ Most have only general information about the exam.
- ☐ Most are very familiar with the new exam.

## State Content Standards?

- b. ☐ Most are not at all familiar with the state content standards.
- ☐ Most have only general information about the content standards.
- ☐ Most are very familiar with the content standards.

23. Based on what you know about your feeder schools, how well prepared do you feel the students will be to pass the High School Exit Examination...

	Very Well Prepared	Well Prepared	Prepared	Not Well Prepared	Not At All Prepared
a. ...when they are in 9 <sup>th</sup> grade?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...when they are in 10 <sup>th</sup> grade?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. During this school year (1999–2000), how much time, in total, do you estimate you have spent in activities related to the pending implementation of the High School Exit Examination (e.g., faculty and department meetings, discussions, staff development, etc.)?

- ☐ None
- ☐ Less than 6 hours
- ☐ 6–15 hours
- ☐ 16–35 hours
- ☐ More than 35 hours

25. During this school year (1999–2000), how much time, in total, do you estimate you have spent on classroom instruction activities related to the pending implementation of the High School Exit Examination (e.g., department planning, student preparation, curriculum review, etc.)?

- ☐ None
- ☐ Less than 6 hours
- ☐ 6–15 hours
- ☐ 16–35 hours
- ☐ More than 35 hours

26. What activities have you, personally, undertaken to start preparing for your students' involvement in the High School Exit Examination? (Mark all that apply.)

- ☐ None
- ☐ Provide individual/group tutoring
- ☐ Add homework
- ☐ Administer “early warning” tests
- ☐ Alter my curriculum
- ☐ Talk with my students
- ☐ Use class test results to change instruction
- ☐ Use class test results to design remedial instruction
- ☐ Encourage summer school attendance
- ☐ Suggest remedial classes rather than electives
- ☐ Talk or work with parents
- ☐ Other (specify)

27. Please describe any specific changes you made prior to May 1, 2000 to the subject area curriculum you are teaching or to your classroom instructional practices based on influences you anticipate from the exit exam.

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28. Please describe any specific changes you plan to make in the future to the subject area curriculum you teach (or intend to teach) or to your classroom instructional practices based on influences you anticipate from the exit exam.

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29. What activities has your school undertaken to start preparing for the first administration of the High School Exit Examination? (Mark all that apply.)

- |   |  |
|---|--|
| <input type="radio"/> None                              | <input type="radio"/> Use school test results to change instruction          |
| <input type="radio"/> Provide individual/group tutoring | <input type="radio"/> Use school test results to design remedial instruction |
| <input type="radio"/> Add homework                      | <input type="radio"/> Increase summer school offerings                       |
| <input type="radio"/> Administer "early warning" tests  | <input type="radio"/> Eliminate electives in favor of remedial classes       |
| <input type="radio"/> Adopt state content standards     | <input type="radio"/> Develop parent support program                         |
| <input type="radio"/> Alter curriculum                  | <input type="radio"/> Other (specify) _____                                  |

30. After the first administration of the exit examination, there likely will be students who did not pass. Please describe the responsibilities you are likely to be assigned for getting students through successful completion of the exam.

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31. What plans has your school made to prepare for remediation of students who do not pass the High School Exit Examination or who do not seem prepared to take it? (Mark all that apply.)

- |   |  |
|---|--|
| <input type="radio"/> None                              | <input type="radio"/> Use school test results to change instruction          |
| <input type="radio"/> Provide individual/group tutoring | <input type="radio"/> Use school test results to design remedial instruction |
| <input type="radio"/> Add homework                      | <input type="radio"/> Increase summer school offerings                       |
| <input type="radio"/> Administer "early warning" tests  | <input type="radio"/> Eliminate electives in favor of remedial classes       |
| <input type="radio"/> Adopt state content standards     | <input type="radio"/> Develop parent support program                         |
| <input type="radio"/> Alter curriculum                  | <input type="radio"/> Other (specify) _____                                  |

32. Based on what you know about your school, what do you predict the impact of the High School Exit Examination, will be on...

	Strongly Negative	Negative	No Effect	Positive	Strongly Positive
a. ...student motivation prior to taking the exam for the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...motivation to excel for students who pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ... motivation to excel for students who fail the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...parental involvement prior to the first required administration of the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...parental involvement for students who fail the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ...student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Based on what you know about your school, what do you predict the influence of the High School Exit Examination will be on instructional practices...

	Strongly Improved	Improved	No Effect	Weakened	Extremely Weakened
a. ...next year (2000–2001)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...in 3 years (2002–2003)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...in 5 years (2004–2005)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the California High School Exit Examination. \_\_\_\_\_

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35. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the California High School Exit Examination. \_\_\_\_\_

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36. Please rate each of the following topics related to the initial administration of the California High School Exit Examination.

*Opportunity to learn the material covered by the exam (content standards) for...*

	None	Poor	Adequate	Good	Excellent	Not Sure
a. ...all your school's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...English-language learners—acquiring necessary English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...English-language learners—in target subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...economically disadvantaged students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Opportunity to demonstrate their knowledge and skills on the exam for...*

	None	Poor	Adequate	Good	Excellent	Not Sure
a. ...all your school's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...English-language learners—acquiring necessary English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...English-language learners—in target subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...economically disadvantaged students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Please write any comments about other factors specific to you, your classes, or your school that are influencing the exit examination (e.g., community conditions, economic changes, parental views, etc.)

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***Thank you for your cooperation.***